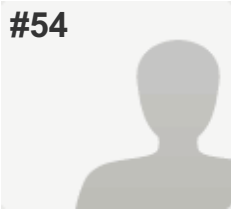**#54**

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Q1: Name of School District:	Van Meter Schools
Q2: Name of Superintendent	Deron Durflinger
Q3: Person Completing this Report	Jen Sigrist

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Q4: 1a. Local TLC Goal

Attract and retain quality teachers through competitive compensation, quality professional development and support, and a work environment that is second to none.

Q5: 1b. To what extent has this goal been met?

(no label)   Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Tracking and Assessing Cultural Shifts survey, given since 2010, indicate a positive trend in all categories over the long range span. Staff responses in May 2016 were higher than responses in 2015 in 14 of the 15 questions. Only collaboration was marked lower (8.5 in 2015 to 8.0 in 2016). A culture focused on learning (highest overall mark of 8.6), celebrating successes (most growth since 2015 with +.9), and internally validated practices (8.1 average and +.5 growth) were all categories that saw increases over last year and over time.

For open elementary positions, the elementary principal reported over 100 applications for the open positions. This was an increase over the past (topping 94 applications for an open elementary position in 2015). Two staff members were not retained for the 2016-2017 school year. The administrative team discussed the reasons for the turnover and are considering action steps in the hiring process to improve.

Q7: 2a. Local TLC Goal	*Respondent skipped this question*
Q8: 2b. To what extent has this goal been met?	*Respondent skipped this question*
Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*

Q10: 3a. Local TLC Goal

Provide leadership opportunities at multiple levels for a minimum of 25% of our staff. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation. Distributed leadership opportunities to better enable our district to implement teaching practices effectively and sustain implementation of district expectations, all of which helps us personalize learning for all staff and students.

Q11: 3b. To what extent has this goal been met?

(no label)   Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We fell below the 25% of staff in teacher leadership roles with two late hires at the beginning of the 15-16 school year, so this goal was not met. However, we've since added positions for the 16-17 school year and hired teacher leaders to get us well above the 25% mark. In the 15-16 school year, we had 13 teacher leaders (54 staff) and for the 16-17 school year we have 18 teachers filling roles (60 staff) for 30% of staff in teacher leader roles.

In the survey, "Tracking and Assessing Cultural Shifts", the question about teachers seen as leaders went from 7.3 to 7.8 for a positive change of .5 over the past year. In delving into the responses more, some teachers from the elementary noted that their perception of building level leadership is higher than their thoughts about district level leadership. The instructional leadership team will review this data for further consideration in the upcoming school year.

Q13: 4a. Local TLC Goal

Use teacher leaders to provide quality professional development and support instructional changes that improve learning for all students and staff.

Q14: 4b. To what extent has this goal been met?

(no label)   Fully Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

IPI data reached all time highs this year in our district; we've used IPI since 2010 as a district. IPI results were broken down by PLC teams and each group noted successes in their PLC sharing days related to their SMART goals. Specifically, the winter IPI collection had 37.4% of scores indicating higher order thinking. This was the fourth year in a row that the November collection showed growth in this area and was above the research mark of effective schools at 32.8%. For February's collection, 34.6% of the codes fell in categories 5 and 6. The percentage of 1's was at 1.8% and is above research limits of student disengagement by 0.8%. Teacher disengagement, code 2, was below the research level (2-3%) seen only once throughout the full day of coding (0.3%).

Administration conducted walk-throughs and classroom observations as a team in the fall and independently thereafter. Two points were shared with the teacher leaders and staff from these observations. 1) technology was not being used in new ways - seemed to hit a plateau of sorts. 2) opportunities for student learning conversations (IPI 5) were not being taken advantage of as they could. The ILT jointed decided to provide technology sharing sessions (quick 10 minute shares during staff meetings and PLC time) and to discuss student learning conversations. The IPI data clearly indicate the improvement in student learning conversations, also supported by administrator observations. The technology integration also improved. We did add a position to the 16-17 TLC plan to add a technology integrationist position to continue to support this work.
When reviewing our student achievement data through our district second assessment, iReady, and through TIER, we see positive results. District wide results in math from fall to spring in iReady for grades K-8 indicate that 81% of our students have met all grade level standards (up from 44% in the fall). The percentage of student more than a grade level behind in math went from 67 students to 8. In reading, 75% of our students in grades K-8 were at or above grade level standards in the spring. In the fall 99 students were more than one grade level behind, and that number fell to 31 students. Of those 31students, 29 of them were in grades 5-8. This seems to indicate that students start to struggle with reading in later grades in our system.

This data would be supported by the trend in TIER assessments. While overall, 87% of our students were at or above benchmark, 35 of the 44 students not at benchmark were in grades 3-5 (using our default assessment). Deeper analysis of the data is underway to look for correlation between fluency data, classroom assessments with our new reading program, and standards assessed in iReady. Teacher leaders, specifically instructional strategists and our PLC leaders in grade level teams will help with professional development coordinated with the AEA around writing.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Improve learning experiences by personalizing teaching and learning for each individual (students and adults) in our system.

Q17: 5b. To what extent has this goal been met?

(no label)	Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Through the semi-annual "Implementing Teacher Leadership" survey given to all staff, growth was found in how each of the teachers leader roles were used to support teachers. When analyzing the first semester data more fully as an team (teacher leaders and administration), the survey was adjusted to gather better information around areas teacher leaders were wanting more information. The analysis conducted on June 1, 2016 at our annual summer retreat indicated that each teacher leader group (PLC Leaders, Instructional Strategists, and mentors) found overwhelming positive responses in ways they were used by staff to support classroom practices and how many staff were utilizing them for individual growth. In addition, mentors commented on how mentees they hadn't seen as much as others indicated they were going to instructional strategists for support regularly. This supports our personalized approach to professional development. We also broke the survey down in the second semester so teacher leader responses could be disaggregated from the rest of the staff. All teacher leaders reported using other teacher leaders (especially fellow PLC Leaders) for their own learning.

Personalized learning for teachers is also a focus of this goal. While often assessed through surveys and observation, the district is moving towards a badging system that ties in with the self-paced, district created content using AEA PD Online. This system will be fully implemented in 16-17 school year, but one badge (District Vision Badge) was awarded to a K-12 in May of 2016.

Finally, the district created a survey with a different version for staff and students to complete in March of 2016. This data was used to collect a baseline of implementation of the district vision as part of a competency based system. This district vision survey data will be used in the upcoming school year to show growth in the areas of personalized learning, standards-based practices, anywhere/anytime learning, and advancing upon proficiency. Teacher leaders were used in creating the survey and helping establish action steps based on the results. While the results are used only for planning purposes at this point, areas of strength were noted in caring relationships between staff and students and getting the help students need in their learning.

Q19: 6a. Local TLC Goal	*Respondent skipped this question*
Q20: 6b. To what extent has this goal been met?	*Respondent skipped this question*
Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*

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Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We've adjusted our plan to include the position of technology integrationist for the upcoming school year. Based on our walk through data and observations, this was an area that had plateaued and needed some revitalization to continue our innovative use of technology to support learning.

We've also added an instructional strategists to the elementary, going from 4 in total in the district to 5 - two at the elementary and three at the secondary. Teacher survey data indicated instructional strategists were very helpful in trying new instructional practices in the classroom and the data collected by instructional strategists showed more teachers using a full coaching cycle instead of just enrollment types of conversations.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

When we first created our plan, we wanted PLC leaders for grade level teams (planned on 10 positions). Only 8 people applied (7 hired) for PLC leaders in 2015 and 7 applied and hired for this past school year. This forced our teams to be larger and span K-12. There were unintended positives that came out of that. District culture and sense of shared vision grew collectively. It had limits though, in that talking about how to help specific students was not possible in those teams. In January, as we were discussing the successes and challenges in our implementation, we started to create a grade span and K-12 team approach for our teams. Staff were so supportive of this that 11 people applied for PLC leader position. While we were only considering 10 positions, yet all the applicants were considered quality through the application and interview process, the district decided to hire all 11 to serve as PLC leaders. The interest and growth in applicants for the teacher leadership in our district helps show, we think, the positive impact the group is having on the work of personalizing learning for our students and staff.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of $33,500 for all full-time teachers.
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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.
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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.
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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.
,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.